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|  | Research/Reasoning Rubric to be used with Grades 9.10 Annotated Bibliographies (using CCSS only) | Advanced Understanding of Standards (4) | Meets Standards (3) | Approaches Standards (2) | Does Not Meet Standard (s) (1) |
| Summary  (9 SLO focus) | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an **objective summary** of the text. (CCSS: RI. 9-10.2) | Student has a sophisticated and accurate understanding of the central idea of the text. | Student has an accurate understanding of the central idea of the text. | Student has an incomplete understanding of the central idea of the text. | Student does not understand the central idea of the text. |
| Summary  (9 SLO focus) | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-LITERACY.W.9-10.2.E) | Summary is completely objective and includes use of 3rd person point of view only. | Summary is mostly objective and includes very few uses of anything other than 3rd person. | Summary has notable lapses in the use of 3rd person. | Summary is not objective. |
| Documentation (Research/Reasoning) | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, **avoiding plagiarism and following a standard format for citation.** (CCSS: W.9-10.8) | The finished appearance is of superior quality and is perfectly formatted according to MLA conventions. | The finished appearance is standard and predictable and mostly follows MLA conventions. | Presentation/formatting confuses the message and does not follow MLA conventions accurately. | MLA elements are missing. |
| Conventions | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | Demonstrates full command of conventions of Standard English consistent with edited writing; only a few minor errors. | Demonstrates full command of conventions of Standard English consistent with edited writing; only a few minor errors. | Demonstrates moderate command of the conventions of Standard English consistent with edited writing; few patterns of errors. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |